

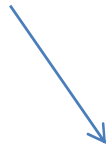
## The 4R Method



**REFLECT** on  
both points of view



Identify  
**ROADBLOCKS**



Long-term improvement in children's  
behavior, moods, and attitudes



**RESPOND**  
effectively

Schedule  
**ROUTINES**



## REFLECT on the situation

It's important for you to be out of Yuck to see long-term results. Your perspective matters.  
So does your child's.

Scenario: \_\_\_\_\_

### WHERE YOU ARE: YOUR YUCK & VALUES

What is your chapter in this scenario?

Why does this bother you so much?

How does your Yuck affect how you respond? Does it help the situation?

What is your general level of Yuck, unrelated to this situation (1-10)?

*\*\*If your level of Yuck is 5 or above, I recommend reaching out to me for some tools to address that early in the process.\*\**

How would you LIKE to be able to handle this if you were parenting from your values?  
What would make you think you did a "good job" as a parent?

\_\_\_\_\_

### WHERE YOUR CHILD IS: THEIR YUCK

What is your child's chapter in this scenario?

How are they having a problem, not being a problem?

## Identify **ROADBLOCKS**

In order to give children what they need for better behavior, moods, and attitudes, we have to understand what's preventing them from being there in the first place.

**What was your expectation in this scenario?**

### ROADBLOCKS FROM EXPECTATIONS

- My child hasn't been able to meet this expectation consistently in the past
- The expectation was not focused on what TO do
- The expectation is not consistently enforced
- When I enforce the expectation, I'm often doing it with lots of emotion (anger, judgment, etc.)

**What is a realistic expectation that you can set – one that is realistic given your child, that is focused on what to do, and that you can enforce consistently without too much emotion?**

### SKILL-BASED ROADBLOCKS

Skill	This skill is needed in this situation	My child has NOT mastered this skill
Staying focused during repetitive tasks		
Handling transitions		
Problem solving		
Flexible thinking		
Handling discomfort		
Controlling their impulses		

**Which skills might your child need to learn in order to be successful in this scenario?**

### YUCK-BASED ROADBLOCKS

#### Emotional Yuck:

They are in Yuck because they feel

- Disconnected
- Disrespected / misunderstood
- Incapable
- Out of control
- Worried that something bad might happen

#### Biological Yuck:

They are in Yuck because they are

- Tired
- Hungry
- Sick
- Their temperament and environment do not match

**What Yuck might need to be addressed for your child to act and feel better?**

## RESPOND Effectively in the Moment

Effective in-the-moment responses are about meeting needs and teaching tools. Often they will end in setting a firm boundary and letting them travel the curve.

Scenario: \_\_\_\_\_

### YOUR STRATEGIES

What is in **NOT** in your control in this situation?

What **IS** in your control?

How would you **LIKE** to be able to parent in this situation? (See first R.)

What strategy you will use to **REGULATE** yourself:

External cue if needed:

What **REASON** (roadblock) you may have to address in the moment:

How you will address it:

What you will say to re-state the boundary:

What you will do while they are **ROUNDING** the curve:

Your "To-don't" list:

### YOUR SCRIPT FOR YOU

When my child \_\_\_\_\_  
I will \_\_\_\_\_ [to help me **regulate**] and \_\_\_\_\_ [to address the **reason**].

If needed, I will restate the expectation by saying \_\_\_\_\_ and \_\_\_\_\_ [while they **round the curve**].

In the moment, I will NOT \_\_\_\_\_.

## Create ROUTINES

Addressing the REASONS for the negativity is what leads to more positive behavior, moods, and attitudes that LAST.

Scenario: \_\_\_\_\_

### IDENTIFY & PRIORITIZE YOUR ROUTINES

Put a number by each routine to indicate the order in which you will address them:

Address skills-based roadblocks

- \_\_\_ Staying focused in repetitive tasks
- \_\_\_ Handling transitions
- \_\_\_ Problem solving
- \_\_\_ Flexible thinking
- \_\_\_ Handling discomfort
- \_\_\_ Impulse control

Address Yuck-based roadblocks by depositing into Needs Accounts

- \_\_\_ Connection
- \_\_\_ Significance
- \_\_\_ Capability
- \_\_\_ Control
- \_\_\_ Security

\_\_\_ Yuck Dumps

\_\_\_ Joint Problem Solving

\_\_\_ Other:

### SCHEDULE YOUR ROUTINES

Regular time I will learn about these tools:

Regular time I will teach these tools:

Regular time we will practice these tools: